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ABSTRACT

Part I of this report surveys current plans for educational park development, i.e., a cluster of schools in a campus-like setting sharing a central administration and some common facilities. Information, gleaned from State Commissioners of Education, State Commissioners by regions, superintendents, researchers and planners, showed that there are 35 cities and smaller communities committed to the educational park concept. The report reviews the various stages of planning and construction of the park concept in these cities categorized according to size. Part II includes feasibility studies and reports made by school boards of education, information on funding under Title III of the Elementary and Secondary Education Act, and references to books, pamphlets, independent studies, magazine articles, newspaper items, conference reports, statements, and speeches. Appendixes give alternative labels for the respective location of these projects in the educational park concept, publications by the Center for Urban Education, and an index of cities and county school districts reported in the survey. (KG)

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EDUCATIONAL PARK DEVELOPMENT IN THE UNITED STATES, 1969

A Survey of Current Development Plans with a List of Reports and References on the Educational Park

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and

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UD010161

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Educational Park Project

January 1970

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Preface

As the crisis in public school education has sharpened since the publication of our 1967 survey of Educational Park development,[1] so has the interest in the Park concept become more keen, more specific, more urgent. This current (1969) survey is presented in two parts. Part One outlines Educational Park development by regions and cities of the United States. Part Two consists of "Reports and References," a compilation of the growing body of literature on the various aspects of the Educational Park concept, its philosophy, its potentials.

In May 1969, a successful Educational Park conference was held in New York City, under the sponsorship of the Center for Urban Education. Over 100 professionals from all parts of the country participated, including school administrators, university and public school educators, architects and planners, community and government representatives.

There has been increasing support for the basic concepts of the Educational Park as one effective response to the search for higher quality integrated education. The Federal Office of Education funded feasibility studies related to Park proposals. At least two state legislatures - Washington and Connecticut - are considering the development of Educational Parks as State policy. Major industrial firms have expressed interest in participating in the building of Parks as a means of halting deterioration in urban centers.

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[1] Max Wolff, Educational Park Development in the United States (New York, Center for Urban Education, August 1967).

Our survey shows there are 35 cities and smaller communities that are committed to the Educational Park concept and are in various stages of planning or construction, with district-wide Parks in actual operation in some of the smaller communities.

But if school boards are cautious about accepting a total Educational Park plan, some specific aspects of the plan are already being implemented in numerous cities. These aspects of the Educational Park concept include: a) magnet (or specialized) schools, where inner-city pupils come for enrichment courses by specialist teachers; b) placement of city students in suburban schools, suggesting further metropolitan planning; c) school-community centers which expand adult education and stimulate community participation in the education process.

The concept may apply to new buildings on one site, or to the reorganization of existing school buildings. The name Educational Park[1] as used in this report, is a generic term and may designate any cluster of school buildings in a campus-like setting, with central administration and shared educational facilities.

The Educational Park office of the Center is serving as a clearinghouse of information on Educational Park development, and welcomes receiving material relating to Park planning. Forthcoming publications by the Center on the Educational Park include a pamphlet, an illustrated book, and a report on federal funding resources. These are described in Appendix "B" of this survey.

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[1] For a list of other names currently being used to denote an Educational Park, see Appendix A.

Acknowledgments

For their cooperation in providing information for this survey, gratitude is expressed to the many state commissioners of education, the school superintendents and other school officials, and to the national organizations and community leaders who graciously responded to letters and questionnaires.

Special appreciation is due to Mrs. Annie Stein, Senior Staff Associate at the Center, for reading the manuscript and offering helpful suggestions, and to Mr. Rodney Alexander, who collected some of the preliminary information.

Part One

A SURVEY OF CURRENT DEVELOPMENT PLANS

I. SURVEY METHOD

In our 1967 survey, we relied on three avenues of information to obtain a portrait of Educational Park development:

1. Direct mail questionnaires to state commissioners of education and superintendents of schools
2. A national newspaper clipping service
3. Published reports, correspondence and inquiries to the Educational Park office at the Center for Urban Education

For this current (1969) survey, we used the same sources, sending questionnaires to the 50 state commissioners of education and to the 85 superintendents of schools who had previously reported interest in Educational Park development. We also extended our inquiry to:

4. Directors of research and planning of public school systems of 100 major cities. Letters were directed to cities where we had incomplete information.
5. Regional offices of national service organizations. About 250 letters were sent to educational directors of these agencies in major cities: The National Urban League; The National Council of Churches; The National Association for the Advancement of Colored People; The American Jewish Committee; The Anti-Defamation League.
6. Directors of Model Cities programs. Questionnaires were sent to city directors in areas where planning was sufficiently advanced for consideration of the educational component.

II. SUMMARY OF RESPONSES AND FINDINGS

RESPONSES FROM STATE COMMISSIONERS OF EDUCATION

Letters sent to each of the 50 state commissioners of education requested their cooperation in updating our survey by providing:

1. A list of cities or communities in the state that were considering, planning, or in process of developing the Educational Park concept.
2. A personal evaluation of the Educational Park concept as a means of responding to the educational problems the cities face today.

Replies were received from 43 state commissioners. The seven state offices that did not respond were: Alaska, Wyoming, Idaho, North Dakota, Arkansas, West Virginia, and Vermont.

RESPONSES FROM STATE COMMISSIONERS BY REGIONS[1]

West

Nine western states reported interest in and discussion of the Educational Park concept. These states were: Arizona, California, Colorado, Hawaii, Kansas, New Mexico, Oklahoma, Texas, and Washington. Worthy of special mention is the state of Washington, whose legislature established an Educational Park Advisory Committee. This committee brought in a report warmly supporting study and planning leading towards establishment of Educational Parks in urban centers. Their recommendations included the following:[2]

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[1] Regional division of states into four sections is the same as used in survey of August 1967. See Table II-1, page 4.

[2] Report of the Educational Park Advisory Committee, to the Metropolitan Education Subcommittee of the Joint Committee on Education, Washington State Legislature, Seattle, Washington, August 1968, pp. 17-18.

1. That the 1969 State Legislature should act to make it possible for school districts within a metropolitan area to plan and to implement cooperatively such programs that will improve the quality of education and/or alleviate de facto segregation in schools.
2. That the 1969 State Legislature should empower and instruct the Superintendent of Public Instruction to determine which areas of the state would benefit from a metropolitan approach to educational planning and take the initiative in bringing about consultation and combined planning and action among the school districts within each such area.
3. That the 1969 State Legislature should establish a board to begin at once to plan an Educational Park for the Seattle metropolitan area.
4. That the local school districts involved, especially the Seattle Public Schools, should plan and coordinate their planning for the immediate future so as to make the fullest possible use of the opportunities the Educational Park will offer.

Four school districts in the state of Washington reported active interest in Educational Parks -- Seattle, Spokane, Tacoma, and Richland.

In Arizona, a new city for 100,000 population is being planned for Litchfield Park, near Phoenix. This will include development of an Educational Park, in conjunction with a satellite university program of Arizona State University. The new Litchfield Park is being sponsored by The Goodyear Tire and Rubber Company.

TABLE II-1

RESPONSES OF STATE COMMISSIONERS OF EDUCATION BY REGIONS REPORTING EDUCATIONAL PARK DEVELOPMENT

Region	Number of States Responding	Proposals Made and Under Discussion	Planning or Construction
All Regions	43 States	In 27 States	In 18 States
West[a]	15 "	" 9 "	" 4 "
Midwest[b]	8 "	" 6 "	" 5 "
South[c]	10 "	" 5 "	" 4 "
East[d]	10 "	" 8* "	" 5 "

[a] Includes the states of: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, Washington, and Wyoming.

[b] Includes the states of: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin.

[c] Includes the states of: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

[d] Includes the states of: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and the District of Columbia.

*Includes Washington, D.C.

In California, a law known as the Field Act requires that by 1972, all school buildings be made earthquake-resistant, otherwise school board officials become personally liable. This has brought about intensive studies of old school plants in every part of the state. Since many old buildings will need replacing, the Park concept has received special attention. As of spring 1969, there were seven cities showing an interest in Educational Parks, with active planning in three cities, and construction beginning in East San Jose.

In Colorado, the city of Denver is considering the development of an Educational Park.

In Hawaii, there is a statewide unified school system, so individual communities do not plan on new concepts. At the state level, the Park idea has been considered attractive, but land is scarce and land costs are high.

In Wichita, Kansas, a study committee reported to the school board that "the most promising long-range solution for an improved educational program for all children in Wichita is the Educational Park concept..."

In New Mexico, the state office reported planning being done in the Albuquerque Public Schools on implementation of the Educational Park concept.

In Oklahoma, the Educational Park is being considered in Model Cities programs for improving the quality of life in urban centers.

In Texas, the Governor's Committee on Public School Education issued an 80-page report, the result of a three-year study ordered by the legislature. This report recognizes the crucial challenges facing the public schools, urges new educational approaches, recognition and better compensation for teachers, and adequate state financial support to make Texas a national leader in educational aspiration and achievement. The city of Austin is discussing an Educational Park as part of a Model Cities program.

Midwest

Six states in this region reported active consideration of the Park concept.

In Illinois, the city of Chicago is engaged in extensive and continuous study of a series of Parks for the entire city and is on the verge of embarking on a large pilot project. Evanston, Illinois completed a four-high-school complex with shared central facilities, serving 5,000 pupils.

Indiana reported four cities interested in the Park concept as a way to enrich curriculum and increase pupil motivation.

Michigan, with five cities in advanced states of implementation, appeared to be a fertile area for growth of the Educational Park idea: Grand Rapids, Lansing, Plymouth, Pontiac and Sault Ste. Marie.

In Minnesota, the city of St. Paul proposed a "City Center for Learning" to serve as "the nerve center and educational resource" for the entire school district. St. Paul is planning for nine Educational Parks to encompass the entire city.

Ohio's Governor sponsored a long-range program to equalize and revitalize the state's education program, and to train young people academically and vocationally for meaningful jobs. The plans look ahead to 1980, and include the building of eight state universities, community colleges, consolidation of primary and secondary schools, and building Educational Parks near industrial parks so there can be two-way flow of information among students, teachers, industry, and labor.

In West Bend, Wisconsin, there is a plan to build a four-high-school complex, with shared educational facilities.

South

Five southern states show communities developing some aspect of the Educational Park concept.

In Alabama, the city of Anniston has begun construction of the first phase of its Park.

In Florida, in addition to the Educational Park already in operation at Fort Lauderdale, there is a plan in Duval County (Jacksonville) for an educational complex, due for completion in 1970.

The state of Georgia has two cities involved in Educational Park planning: Atlanta is in process of building one community educational center, and the city of Athens, Georgia, is considering the Park concept as part of its Model Cities program.

In Kentucky, the city of Louisville has a proposal to establish an Educational Park in connection with the University of Louisville. Fayette County has a campus-type cluster of four major school buildings serving 3,500 students.

In Virginia, the city of Norfolk has a well-developed proposal for an Educational Enrichment Center.

In discussing the South, mention must be made of the work being done by Appalachia Educational Laboratory, covering parts of Ohio, Pennsylvania, West Virginia, Kentucky, Tennessee, and Virginia. Physical consolidation of the large, sparsely populated school districts in this area is nearing saturation point. The current approach is "to 'consolidate' schools through the use of modern communications media, mobile facilities, and computer technology; thus, many schools can be served with an enriched curriculum from a central facility."

East

In this region, seven states (and Washington, D.C.) have considered Park concepts, with a number of well-advanced situations.

Connecticut reports that the cities of Hartford and Waterbury are actively involved with Educational Park proposals. A bill has been introduced in the Connecticut legislature, that will support studies leading to the building of Educational Parks.

In New York State, three cities are active in planning and beginning construction. New York City has broken ground for a five-school complex in the Bronx and is planning for two additional Parks in Manhattan and in Brooklyn. Syracuse has comprehensive plans drawn, and Buffalo is engaged in a feasibility study. Two smaller cities, Nanuet, N.Y. and Youngstown, N.Y. have district-wide Parks in operation; both report satisfactory school-community relations.

In Pennsylvania, the two major cities of Philadelphia and Pittsburgh have completed plans and are awaiting adequate financing.

Continuing discussion is going on in Maryland, Massachusetts, New Jersey, and Washington, D.C.

In Rhode Island, the Metropolitan Providence Study will include an exploration of Educational Parks.

EVALUATION OF THE PARK CONCEPT BY STATE COMMISSIONERS

Many of the replies from state offices were non-commital on the evaluation of Educational Parks; 23 replies either ignored the question, or stated they had no opinion. The reason most often given was that they had no experience on which to base their opinion. Of the remaining responses, eleven state offices expressed a positive opinion, while nine had definitely negative views.

The positive comments on Educational Parks most frequently made were:

a) Higher quality, more varied educational resources could be offered.
b) High quality education would be economically feasible.
c) Educational Parks are experimental, but definitely worth trying; deserve chance to prove themselves.
d) Educational Parks could be a major factor in optimum racial and cultural integration.
e) Many communities could benefit considerably by school-community involvement made possible by the Educational Park.

The negative comments included the following:

a) The massive transportation problem of large numbers of students.
b) Weakening of the neighborhood school.
c) Depersonalization of program because of large numbers of pupils.
d) Problems of finding suitable sites -- cost of land.
e) Lack of finances, plus possible loss in abandoning existing school buildings.

Each of these negative comments has been analyzed by proponents of the Educational Park concept, and their conclusions are to be found in the many feasibility studies prepared by school boards. (See Reports and References on the Educational Park in Part Two of this survey.)

Several of the state officials were still not clear about the Educational Park concept, as they spoke of it in terms of "conservation" and "nature study" programs. A large number of state offices seemed not to be aware of Educational Park discussion and planning going on in some cities in their states -- or at least made no mention of any.

III. RESPONSES FROM SUPERINTENDENTS OF SCHOOLS, RESEARCHERS AND PLANNERS

Questionnaires were sent to the 85 superintendents of schools who had reported, in our 1967 survey, some consideration or development of Educational Parks in their communities. In addition, 100 letters were sent to school researchers and planners in cities of 100,000 population and over, the most likely areas for Educational Park planning. Among the questions asked were:

a) What are the major needs of your school system?

b) Did your school system consider or have a specific plan for developing an Educational Park or some variation of the Park concept?

c) What specific reasons motivated you to consider Educational Parks?

d) Have you applied for a grant for a feasibility study from the U.S. Office of Education, or any other source?

EVALUATION OF SCHOOL NEEDS

Superintendents, supervisors, researchers, and planners listed the major needs of their school systems, and some of the incentives for considering the Educational Park concept in their communities as follows:

1. The subject most often mentioned was that of capital improvement -- new and additional school buildings to house the increasing school population, to relieve overcrowding, to replace obsolescent schools, many of which were 50, 60 and even 70 years old.
2. The second topic most often mentioned was the need to introduce new educational methods and new instructional materials. Considerable interest was expressed in an ungraded individualized curriculum, team-

teaching, and in developing programs for students with learning difficulties. Recruiting and retraining of an adequate teaching staff were similarly cited as high priority needs.

3. The problem of correcting racial and socioeconomic imbalances was acknowledged by nearly all the respondents. To reduce de facto segregation, to bring together children of diverse backgrounds, to meet the needs of all students,to reduce dropout and delinquency rates -- these were the concerns of school officials.

SUMMARY OF RESPONSES FROM CITIES

A total of 134 cities responded, of which 89 showed some interest, discussion or development of the Educational Park concept. This compared with 85 communities in our 1967 survey that reported some Park development. As shown in the regional Table III-1, 54 cities reported that a Park proposal had been made to the school board, and had been or was currently under consideration. Further, the responses showed 19 cities had advanced to the active planning stage, as against 10 cities in 1967. This included feasibility studies, appointment of special advisory committees, and employing architects to prepare drawings. In addition, construction had begun or a Park was in operation in a total of 16 cities, as against 14 cities in the previous survey. It is interesting to note that of the 85 cities reporting interest or activity in Educational Parks in 1967, more than two-thirds (58 cities) were continuing to discuss or develop the Park concept. Added to this figure, there were 31 cities that undertook consideration of Park proposals since the 1967 survey.

TABLE III-1

RESPONSES BY REGIONS: FROM SUPERINTENDENTS, PLANNERS AND OTHERS*

			Status of Educational Park Development		
Region	Responding	Cities** Considering Concept	Proposals Under Consideration	Cities With Active Planning	Operating or Under Construction
West	39	23	17	4	2
Midwest	34	24	14	4	6
South	20	14	8	2	4
East	41	28	15	9	4
TOTALS	134	89	54	19	16

*See Table II-1 on page 4 for regional division of states.

**An alphabetical list of cities discussed in this survey appears in Appendix C. (See worksheet of cities on page 14.)

WORKSHEET FOR TABLE III-1 - REGIONAL RESPONSE BY CITIES

All Cities By Regions	Proposals Made and Under Consideration	Cities With Active Planning	Operating or Under Construction
West 23 Cities	Austin, Tex. Denver, Colo. Houston, Tex. Las Vegas, Nev. Oakland, Calif. Oklahoma City, Okla. Omaha, Neb. Phoenix, Ariz. Portland, Ore. Sacramento, Calif. San Francisco, " Spokane, Wash. Tacoma, Wash. Topeka, Kansas Tulsa, Okla. Vallejo, Calif. Wichita, Kansas	Albuquerque, N.M. Berkeley, Calif. Richland, Wash. Seattle, Wash.	Los Angeles, Calif. San Jose (East), Calif.
Midwest 24 Cities	Akron, Ohio Cincinnati, Ohio Cleveland, Ohio Columbus, Ohio Detroit, Mich. Fort Wayne, Ind. Gary, Ind. Indianapolis, Ind. Kansas City, Mo. Milwaukee, Wis. Minneapolis, Minn. Rockford, Ill. St. Louis, Mo. Toledo, Ohio	Chicago, Ill. Lansing, Mich. St. Paul, Minn. South Bend, Ind.	Evanston, Ill. Grand Rapids, Mich. Plymouth, Mich. Pontiac, Mich. Sault Ste. Marie, Mich. West Bend, Wis.
South 14 Cities	Arlington, Va. Athens, Ga. Lexington, Ky. Little Rock, Ark. Louisville, Ky. Miami Beach, Fla. No. Little Rock, Ark. Pinellas County, Fla.	Jacksonville, Fla. Norfolk, Va.	Anniston, Ala. Atlanta, Ga. Ft. Lauderdale, Fla. New Orleans, La.
East 28 Cities	Albany, N.Y. Atlantic City, N.J. Baltimore, Md. Bridgeport, Conn. Camden, N.J. Erie, Penna. Montclair, N.J. New Haven, Conn. Providence, R.I. Poughkeepsie, N.Y. Rockville, Md. Teaneck, N.J. Washington, D.C. Waterbury, Conn. Worcester, Mass.	Boston, Mass. Buffalo, N.Y. East Orange, N.J. Hartford, Conn. Niagara Falls, N.Y. Philadelphia, Penna. Pittsburgh, Penna. Rochester, N.Y. Syracuse, N.Y.	Acton, Mass. Nanuet, N.Y. New York, N.Y. Youngstown, N.Y
Totals 89	54 cities	19 cities	16 cities

IV. RESPONSES FROM NATIONAL SERVICE ORGANIZATIONS AND MODEL CITIES PROGRAM COORDINATORS

NATIONAL SERVICE ORGANIZATIONS

Questionnaires were sent to 250 educational directors in the major cities whose organizations maintain an active interest in school affairs in their communities. The 55 replies we received were helpful in: a) bringing to our attention some cities where Educational Park proposals had been made by community groups; b) indicating community attitudes toward the Park concept and other school-community relationships; and c) outlining community positions on school bond referenda.

MODEL CITIES PROGRAM COORDINATORS[1]

Many replies indicated that school boards and Model Cities directors were coordinating their planning toward improvement of schools and educational opportunities. In reply to an inquiry, the Program Development Division of the Model Cities Administration in Washington, D.C. wrote as follows:

> Model Cities Administration considers the Educational Park concept to be both imaginative and truly bold... it appears to be one of the more comprehensive and hopeful plans for offering quality education to our multi-racial urban schools.

As more of the 150 Model Cities advance to the stage of implementing their educational programs, there will undoubtedly be closer cooperation with school administrators. Planning for the renewal of blighted urban areas offers a timely opportunity for consideration of an Educational Park, and the bold planning needed to meet the challenges in education -- not alone for the immediate future -- but for the 1980's and beyond.

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[1] An informative 12-page booklet, Model Cities Program -- Questions and Answers, was issued in October 1968 by the U.S. Department of Housing and Urban Development, Washington, D.C. 20410.

V. EDUCATIONAL PARK DEVELOPMENT BY SIZE OF CITY

THE SIX LARGEST CITIES

The number of major cities with populations of one million or over rose from five to six, since the 1960 U.S. Census. (See Table V-1.) In addition to the ranking "Big Five" -- New York, Chicago, Los Angeles, Philadelphia, Detroit -- the fast-growing city of Houston, Texas, reached an estimated 1965 population of 1,023,000 and is projected to reach 1,250,000 by 1970.[1] As reported in our last survey, these largest urban centers were still struggling with the crisis in public school education: rising budgets and inadequate funds, deteriorating school plants, and an increasing de facto segregation in the public schools.

The response to these pressing problems and the demand for more equality and more effectiveness in education were crystalizing into two dominant themes: 1) decentralization of the top-heavy school establishments, and 2) community control of decentralized school districts to promote direct parent involvement in education and to bring the community closer to the schools.

New York City (projected 1970 population 7,955,000)[1]

The Board of Education has been committed to the Educational Park concept since 1965, and has completed plans for two Parks, and a third Park is under discussion by the community in Brooklyn. In October 1968,

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[1] Projected 1970 population figures from "Profiles of Fifty Major American cities"...a study made by Office of Programs for the Disadvantaged, U.S. Office of Education, May 1968.

TABLE V-1

RESPONSES BY SIZE OF CITY*

	Status of Educational Park Development			
Population of City	Cities Considering Concept	Proposals Made and Under Consideration	Cities With Active Planning	Operating or Under Construction
All sizes of city	89	54	19	16
1 million or more	6**	2	2	2
500,000 to 1 million	12	7	4	1
100,000 to 500,000	49	35	11	3
50,000 to 100,000	10	6	1	3
Under 50,000	12	4	1	7

*1960 U.S. Census of Population.

**Includes Houston, Texas, 1965 estimated population of 1,023,000. (See worksheet of cities on page 19.)

WORKSHEET FOR TABLE V-1 - RESPONSES BY SIZE OF CITY

Cities by Population	Proposals Made And Under Consideration		Cities With Active Planning	In Operation or Under Construction
Over One Million (6)	Detroit, Mich.	Houston, Tex.	Chicago, Ill. Philadelphia, Pa.	Los Angeles, Calif. New York, N.Y.
500,000 to One Million (12)	Baltimore, Md. Cincinnati, Ohio Cleveland, Ohio Milwaukee, Wis.	St. Louis, Mo. San Francisco, Calif. Washington, D.C.	Boston, Mass. Buffalo, N.Y. Pittsburgh, Pa. Seattle, Wash.	New Orleans, La.
100,000 to 500,000 (49)	Akron, Ohio Albany, N.Y. Arlington, Va. Austin, Tex. Bridgeport, Conn. Camden, N.J. Columbus, Ohio Denver, Colo. Erie, Pa. Fort Wayne, Ind. Gary, Ind. Indianapolis, Ind. Kansas City, Mo. Little Rock, Ark. Louisville, Ky. Minneapolis, Minn. New Haven, Conn. Oakland, Calif.	Oklahoma City, Okla. Omaha, Neb. Phoenix, Ariz. Pinellas Co., Fla. Portland, Ore. Providence, R.I. Rockford, Ill. Rockville, Md. Sacramento, Calif. Spokane, Wash. Tacoma, Wash. Toledo, Ohio Topeka, Kansas Tulsa, Okla. Waterbury, Conn. Wichita, Kansas Worcester, Mass.	Albuquerque, N.M. Berkeley, Calif. Hartford, Conn. Jacksonville, Fla. Lansing, Mich. Niagara Falls, N.Y. Norfolk, Va. Rochester, N.Y. St. Paul, Minn. South Bend, Ind. Syracuse, N.Y.	Atlanta, Ga. Grand Rapids, Mich. San Jose (East), Calif.
50,000 to 100,000 (10)	Atlantic City, N.J. Las Vegas, Nev. Lexington, Ky. Miami Beach, Fla.	No. Little Rock, Ark. Vallejo, Calif.	East Orange, N.J.	Evanston, Ill. Ft. Lauderdale, Fla. Pontiac, Mich.
Under 50,000 (12)	Athens, Ga. Montclair, N.J.	Poughkeepsie, N.Y. Teaneck, N.J.	Richland, Wash.	Acton, Mass. Anniston, Ala. Nanuet, N.Y. Plymouth, Mich. Sault Ste. Marie, Mich. West Bend, Wis. Youngston, N.Y.
Total All Cities 89	54 cities		19 cities	16 cities

New York City became the first major city to start construction of an Educational Park, when ground was broken for the Northeast Bronx Educational Park, in Co-op City, a new cooperative housing project. This complex, in a 26-acre campus setting, will consist of five schools -- two primary schools for 1,400 pupils each, two intermediate schools for 1,800 pupils each, and one senior high school for 4,000 students -- a total of 10,400 students. One primary and one intermediate school are planned for completion by September 1970, and the remaining units by 1972. Total costs for construction are estimated at $40 million for the five schools.

Ethnic Composition: The Northeast Bronx Educational Park will serve the residents of Co-op City and its environs. It is expected that about 10 to 15 percent of the school population will be Negro and Puerto Rican. Attendance areas will be zoned so that minority group children will attend from nearby areas outside Co-op City.

Facilities for Community Use: Central facilities within the Park are planned for recreational and cultural activities by the community. In addition, there will be physical and health facilities, music rooms, shops, after school study centers, adult education and summer school programs open to the community.

The second project is the John F. Kennedy Park, to be situated on the west Manhattan-Bronx border near Riverdale. This will consist of a 4,000 pupil senior high school and two intermediate schools for 1,800 pupils each, including seats for 600 primary pupils. Work has started on the project and costs will be about $25 million. It is expected that some ethnic integration will be achieved, with black and Puerto Rican pupils coming from northern Manhattan and the white pupils coming from Riverdale. The community will have use of the schools' central facilities, and plans call for the Park Department to operate a community center.

The third Educational Park, approved by the Board of Education, for the Borough of Brooklyn, is to be known as the East New York Educational Park. Discussions on site selections and planning have been taking place among the community organizations. The U.S. Office of Education looks upon this as one of the most promising Park projects, and has provided funds for an "Educational Facilities Charrette," which is described as follows:[1]

> The "Educational Facilities Charrette" is a technique for studying and resolving educational facilities development problems within the context of total community planning needs. The technique requires a multi-disciplinary group -- educators, planners, architects...local public officials, citizen participants... intensely studying community problems...to arrive at implementable plans and solutions.....

It is hoped that all the public and private community organizations will provide sufficient "feedback" so that active planning can get under way.

In April 1969, the New York State Legislature, after long debate, passed a decentralization bill that will divide New York City's mammoth school system into approximately 30 to 33 new community school districts.

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[1] Project Charrette - Creativity, Community. Office of Construction Service, Office of Education, Department of Health, Education, and Welfare.

Each district is expected to have from 25,000 to 35,000 pupils and will be partly autonomous. Local boards will appoint their own Community Superintendent, and will have control over curriculum, staffing, and operation of their schools, subject to guidelines laid down by the central board. Decentralization is of importance to the Educational Park concept, in that a community school district would represent a balanced geographic and attendance area for planning an Educational Park.

Chicago (projected 1970 population 3,600,000)

With its school enrollment of nearly 600,000 pupils (approximately 60 percent nonwhite), Chicago is trying to solve its accumulated educational and fiscal problems. There is a critical shortage of teachers, old buildings need to be replaced, additional equipment and services are required, and racial and socioeconomic balance is demanded.

Studies leading to development of Educational Parks have been made and favorably received by the school board. Among these was the Chicago Urban League proposal (November 1967), "Plan for a System of Educational Parks in Chicago." A definitive program being implemented by the Board is the massive "Design for the Future," a 10 to 20-year plan to restructure the entire school system by building up to 20 Cultural Educational Clusters. These will provide educational, cultural, recreational, and social services and will be coordinated with other public service institutions such as libraries, museums, housing, and present social services.

As of June 1969, eight Cultural Educational Clusters were in active planning, with educational specifications completed and architects beginning to work on drawings. Funds of $160 million have been set aside, and site selections are the next objective, with a projected completion date of September 1971. Each "Cluster" will be designed to meet the needs of its community. Nearby universities will be linked to the plan, and will be utilized for their "know-how" in teacher training, research, and human relations.

This "Chicago Plan" includes developing specialized magnet schools and decentralizing the system into sub-areas of the city. The program hopes to provide models of successful integration of diverse racial, religious, ethnic, and economic groups, and to make possible a high quality of education for the Chicago metropolitan area. The Department of Facilities Planning is working closely with communities on all projects and reports excellent community acceptance.

Los Angeles (projected 1970 population 3,037,000)

With an expected population growth of 20 percent over the 1960 census, Los Angeles will have a public school enrollment of 670,000 (21 percent black), making it the second largest school system in the country. The Los Angeles school district sees as its primary goal the need to provide for all youth, not only equal educational opportunity, but also meaningful educational results. It is also committed to continuous community participation.

The various forms of Educational Parks were considered, but an "area concept" was developed in the form of magnet schools and known as

Project APEX.[1] This enabled mid-city students in five senior and eight junior high schools to participate in an enriched academic and vocational curriculum, in an integrated atmosphere. A Guidance Center provides counseling for students and parents, and there is community support from business, industry, and several hospitals for on-the-job training and placement. In operation for four semesters, the project has involved more than 20,000 students.

In 1968 the Los Angeles Unified School District received a Title III ESEA grant of $1,500,000 for "Planning and Pilot Activities for an Educational Complex." One complex will be formed in Watts, a predominantly black community, another in East Los Angeles, a predominantly Mexican-American community. Each complex will include a senior high school, a junior high school, four or five elementary schools and an adult education program. Planning for the complexes will be followed by pilot operational programs. These programs will include community services such as child welfare services and family life centers to provide instruction in family relationships and early childhood education. School-Community Advisory Committees in both areas are being involved in the design of the complexes, and will also be brought into the operation when complexes are completed.

The Thirteen School Project is a community-oriented program initiated by the Center for Planned Change of Los Angeles City Schools. Consisting of primary, junior high and senior high schools, and broadly representing all socioeconomic and ethnic groups of the city, the project will develop pilot programs that will serve as guides for the whole school system.

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[1] Project APEX: Area Program for Enrichment Exchange. As of September 1969, budgetary restrictions will limit APEX offerings to five high schools only.

Philadelphia (projected 1970 population 2,071,000)

By 1970 the population will increase by a few percentage points over the 1960 census, but the nonwhite population will go from 26.5 percent to 34 percent of the total. The projected public school enrollment of just under 300,000 will show over 60 percent black students. As reported in our 1967 survey, Philadelphia continues its intensive study and discussions of the mounting problems affecting education -- aging school buildings, shortage of funds, de facto segregation, and low educational achievement.

Since 1965 the city has had more home rule in its school affairs, and this independence has resulted in a school board that is determined to restore excellence in public school education. Many civic organizations are actively engaged in pressing for school improvement. Chief among these is the Philadelphia Urban League, which has presented several detailed plans to the School Board. One of these was "A Proposal for Integrating Philadelphia Public Schools" (1964), a plan which suggested Educational Clusters -- or constellations of schools with shared facilities and special staff. Another proposal made by the Urban League was "Plan for a System of Educational Parks" (1966), with suggested sites and costs for 20 Educational Parks which would gradually replace all the schools in the system.

This imaginative proposal was well-received by many community groups, and led the school board to order a study by the Corde Corporation on the feasibility of Educational Parks. Though the report by Corde (in 1967) showed many favorable aspects, it advised against the Park system. The Urban League issued a 24-page statement in reply: "Education Park - A Report to the School District of Philadelphia."

Discussions are continuing as other plans are being pursued by the Board, among them the Educational Cluster Plan, which would utilize existing school buildings. In May 1969, a school bond issue for $90 million was voted down, so innovations in building have been set aside.

Innovative Programs: The Pennsylvania Advancement School, a nonprofit corporation under contract to the school board, is a "free-wheeling" laboratory in urban education, where "learning goals transcend subject matter." From 100 to 200 students from public and parochial schools, mostly seventh graders who are performing below potential, attend for one or more 14-week sessions. The instructional program includes communications, human development, life science, reading, arts and crafts, and counseling. Another successful test program is the "Parkway Project - or School Without Walls," in which 142 high school students study in ungraded classes at the many cultural and scientific institutions (both public and private) that are located along the Benjamin Franklin Parkway. The program will be enlarged to 500 students next year.[1]

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[1] Donald Cox, "Learning on the Road," Saturday Review, May 17, 1969, p. 71.

Detroit (projected 1970 population 1,555,000)

With the general population figures dropping, the black population continues to increase, and nonwhite public school enrollment will be 67 percent of all public school pupils by 1970. As with other major cities, school finances are restricted and Detroit must depend on the state legislature to make up deficits. This limits any planning for innovative school building programs. In 1968, the Detroit High School Study Commission recommended that the Board of Education explore the Educational Park concept as one way to "provide quality integrated education."

The Division of School-Community Relations carries on an intensive program to promote high quality integrated education through the administrative and teaching staffs. Twice each year attendance areas and school boundaries are reviewed with a view to increasing the degree of pupil integration. Curriculum and textbooks, and all instructional materials, emphasize the contributions of minority groups. The Intergroup Relations Department works with staff at all levels and with the community in the development of action programs that will lead to more effective intergroup and community relations.

Houston, Texas (projected 1970 population 1,250,000)

Perhaps the fastest growing city in the United States, Houston will have by 1970 a nonwhite population of 35 percent, and a public school enrollment that will be 40 percent black. Reported major problems are finances and "teacher-administrator-community" relations. The Educational Park concept was considered, but "expense could not be justified." There are no present plans for reorganization or consolidation, and schools are being planned and built for "community areas." Houston's school budget allows an expenditure of $386 per pupil, per year.[1] This is the lowest figure of any among the 20 major cities of the United States.

CITIES WITH POPULATIONS BETWEEN 500,000 AND 1 MILLION

Our 1967 survey reported there were 16 cities in the United States that had populations of over a half million and under a million in the 1960 census. With population figures projected to 1970, the following changes will take place:

a) Houston, Texas will reach 1,250,000 population.

b) Buffalo, N.Y. and Cincinnati, Ohio will dip below 500,000 population.

c) Seven cities will show a population increase that will bring them over the 500,000 mark: Atlanta, Ga.; Columbus, Ohio; Denver, Colo.; Honolulu, Hawaii; Indianapolis, Ind.; Memphis, Tenn.; and Phoenix, Ariz.

This will make a total of 20 cities in the United States in the 500,000 to 1 million population range. Of these, two -- Seattle and Pittsburgh -- are committed to development of Educational Parks and are actively planning construction. Two other cities -- Buffalo and Washington -- are favorably disposed towards the Park concept, and are doing feasibility studies. Additionally, five cities -- Baltimore, Cleveland, Boston, Denver, and San Francisco -- have considered proposals for some type of educational complex. Other cities are introducing experimental programs that can be said to have some aspects of the Educational Park concept.

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[1] Per pupil expenditure, from "Profiles of Fifty Major American Cities," a study made by Office of Programs for the Disadvantaged, U.S. Office of Education, May 1968.

Atlanta, Georgia, with an estimated population of 523,000 by 1970, shows the typical pattern for cities in the South -- a nonwhite population of 52.3 percent and a nonwhite public school enrollment of 59 percent. Nearly all schools are segregated into 90-100 percent white or black schools. Atlanta has under construction the John F. Kennedy School and Community Center, which will provide a middle school, grades 6-8, for 1,050 students. This center will also offer needed services to the community in the area of adult education, child day care, employment and counseling services, recreation and vocational education, and other family services.

Baltimore, Maryland is faced with a decreasing population (915,000 in 1970) and an increasing nonwhite population (47.4 percent in 1970). Public school enrollment will be 72 percent black, and pupils will attend almost totally segregated schools. Other than the study on Educational Parks in 1967 by the Corde Corporation, Baltimore has not given the Park concept very serious consideration. An elementary school complex is being planned for the northeast section of the city -- a neighborhood that is 85-90 percent Negro. The complex will consist of three schools, K-6 grades and an administrative center, with shared facilities of art, music, library, auditorium, kitchen, and health services. Site selection and architects' design have been completed, and opening is scheduled for 1972.

A new district-wide high school complex, known as the Polytechnic Institute, was built on a 54-acre site outside the city. This replaced two old schools -- a boys' technical school, and a girls' liberal arts school. About 3,000 students, grades 10 to 12, attend school in this campus setting, with shared facilities that include auditorium, music, cafeteria, and outdoor stadium. A special busing program takes students to and from the main transportation arteries.

Boston, Massachusetts will have a population of 544,000 in 1970, a drop of 28 percent from the 1960 census. The nonwhite population will increase from 17 to 24 percent, and black public school pupils will increase from 26 to 36 percent. Under a Title III grant, Boston public schools have developed plans for a "Secondary Education Complex." This will be a "magnet" type central high school for 5,000 students planned to include citywide racial, ethnic, and socioeconomic groups. Many educational innovations will be introduced, as well as computer technology. Cultural facilities and adult education will be linked to the community. Plans are being coordinated with the Model Cities program.

A group of concerned citizens from suburban Brookline started METCO (Metropolitan Council for Educational Opportunity), an urban-suburban pupil placement program. It was supported by federal and foundation funds and began in September 1966 with 220 inner-city students being bused to schools in seven suburban towns.[1] The program now involves about 1,000 children of all grade levels going to schools in 20 Boston suburbs. METCO has operated successfully and has been well received by students, parents, teachers, and school administrators.

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[1] United States Commission on Civil Rights. Hearing held in Boston, Massachusetts, October 4-5, 1968, p. 142.

In September 1969, Boston will open the Trotter School, a modern concept K-5 elementary school for 740 pupils. The school will be a cluster of 16 interconnected buildings, with flexible classroom space and newest lighting and audio equipment. While situated in a Negro area, it is hoped that the school's innovative program and open enrollment will attract enough white students to achieve a satisfactory racial balance in the school.

In Cleveland, Ohio there has been a continuing struggle to provide equal opportunity in education for all children. The school board is responsible to the state department of education and not to the city government, and has been dominated by a status quo majority opposed to integration of the schools. The population figures show the familiar pattern -- a projected figure of 767,000 for 1970, a 12 percent drop from 1960. Nonwhite population will increase to 41.9 percent of the total. Nonwhite public school enrollment will be 54 percent. "The inadequacy and neglect of Cleveland's schools deprive white children as well as black of a quality education."[1]

In 1963, the United Freedom Movement was organized to coordinate the efforts of about 50 community and civil rights organizations. This helped to bring into the open the issue of school integration. By 1967, when the U.F.M. fell apart, there had been many protests and demonstrations that resulted in some improvement in school board attitudes. A new superintendent began to put emphasis on quality education for all children, which "cooled" the integration issue.

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[1] Racial Isolation in the Cleveland Public Schools. Willard C. Richan, DSW, Case Western Reserve University, Cleveland, Ohio, June 1967.

The Educational Park concept received but bare mention. Instead, a program known as Supplementary Educational Center, brought together 6th grade children in racially balanced groups of 300 for special science and cultural activities. It was hoped this would expand and enrich rather than duplicate educational experiences. The School Camp program is another effort to bring together racially balanced 6th grade groups for one-week programs. A citywide "magnet" type high school is also being planned. A citizens group, PACE Association (Plan for Action by Citizens in Education), has begun a 16-month study of integrated educational experience in different parts of the country. It is hoped that viable plans will emerge that will lead to racial integration on a metropolitan basis.

Columbus, Ohio will show a remarkable population increase from the 1960 census of 471,000 to an estimated 595,000 in 1970. The percentage of nonwhites will be 28 percent, and nonwhite public school pupils will be 34 percent. The board of education ordered a study on "Problems Facing the Columbus Public Schools" by a team of educational consultants. The report urged the formation of an Urban Education Coalition of leaders from all civic and community groups to support plans for educational progress. Specific recommendations included a Metropolitan School Authority to provide area school government for more than the core city, and educational financing that would place the total wealth of the metropolitan area behind the school system. Other proposals included "managed school integration" by means of boundary revisions; a Family Development Center to integrate a range of public services such as education, health, recreation, and welfare for selected families; an Office of Continuing Professional Education to conduct special programs for teachers and administrators; and establishment of a Committee for Community Relations. Another interesting suggestion was that the board of education place all new construction contracts only after obtaining "open housing" agreements -- to prevent furthering segregated residential neighborhoods.

Denver, Colorado. At the direction of the board of education, the superintendent of schools submitted "Planning Quality Education" -- a proposal for integrating the Denver public schools. This proposal called for model school complexes that would permit a racial and ethnic balance at the elementary, junior high, and secondary levels. Clusters of schools at each level would establish shared resource centers, cultural arts, reading clinics, and opportunity schools. An outdoor Education Center and Space-Age Education Center were also proposed.

Denver's population is estimated to rise about 3 percent to 506,000 in 1970, with 13 percent nonwhite population. Public school enrollment will be 16 percent black and 18 percent Hispano-American. To achieve some measure of racial/ethnic mixing, a voluntary transfer of high school pupils to integrated programs was approved by the school board, with transportation to be furnished. Transfers would be allowed only to participants in an integrated program.

There is also a program of busing children from double-session predominantly black schools to under-utilized white schools. The community is divided on the integration question, and a newly elected conservative board of education is moving slowly.

In Pittsburgh, Pennsylvania there is a similar situation to that in other northern cities -- a declining general population (557,000 in 1970) and increasing nonwhite population. The nonwhite public school enrollment will be about 40 percent in 1970. The school board sees a definite need to provide students with quality, integrated education, and sees the Educational Park concept as the way to achieve it. Since 1965, with the aid of educational consultants and urban planners, the Great High Schools Plan has been developed and has received strong community acceptance. This long-range plan will establish five new high school education centers for the entire city, to be located so they serve racially integrated enrollments. Each high school will have 5,000 students, and will divide into four houses of 1,250 students, with further smaller grouping of students for advisory and counseling services. The 22 existing high schools will be modernized and redistricted as middle schools (grades 5-8) so that significant improvements in racial balance will be possible. Similar rezoning will take place in primary schools, with some obsolete schools to be closed, thus making possible better integration at the younger age levels.

The building plan calls for starting construction of two of the Great High Schools, with a target date of 1972 for completion. This will give the school board and staff an opportunity to evaluate the many functions of each school, and to make revisions in educational specifications for the remaining schools, if that seems desirable. Cost estimates made in 1965 have increased substantially, so that construction cannot begin until financing is cleared up.

San Francisco, California shows a slightly declining population (730,000 in 1970, down 1.5 percent from 1960), but a nonwhite population increase of 8 percent to a 1970 estimate of 26 percent. The nonwhite public school enrollment will be 52 percent. The school board engaged outside educational consultants to determine ways in which racial balance could be improved. Based on their report, the superintendent, in "Educational Equality/Quality," made eight proposals to the board, that would provide "integrated experiences in the context of the highest quality education for all students."

An Educational Park in San Francisco was strongly recommended, to be built on a 16-acre site formerly used by the Defense Department. An exchange of this site for a downtown building was discussed, but because of the high value ($40 million) put on the Fort Mason site, it appeared doubtful that the city could obtain it.

Other proposals designed to improve educational quality and extend integrated experiences included:

a) An all-year Outdoor Education Program
b) Outdoor Science Resource Center
c) High School Resource Center
d) A "Garden School" Complex for Elementary Schools, with varied children's services.

Seattle, Washington will have a 1970 population of 585,000, a 5 percent increase over 1960. Nonwhites will be 14 percent of that figure, and public school enrollment will be 19 percent black. The school board is committed to a policy of halting the further growth of segregation, and of providing a high quality, integrated education for the entire school system. The school board and the community generally, are supporting a comprehensive 20-year plan for building "Continuous Progress Centers." Each center will provide continuous education, from primary grades through intermediate schools, secondary schools, and two years of college work. Existing schools will be utilized and the older buildings phased out as new school buildings are completed.

The first of these centers, Southeast Education Center, has been organized and is expected to be fully operational by fall of 1970. New basic curricula, individualized instruction, and revitalized teaching methods will be introduced, as well as the newest in equipment, media, and libraries. Racial balance will be maintained and community resources will be linked to school programs.

As mentioned earlier in this report, the legislature of the State of Washington, through its Metropolitan Education Subcommittee, supported the Educational Park concept for improving educational opportunities in urban centers. In recommending a Metropolitan Educational Park for Seattle, the committee stated:

> We conceive of an Educational Park to be located on an appropriate site of at least 80 acres situated conveniently between the central city and the suburban centers of population.[1]

Washington, D.C. (projected 1970 population 872,000). The city limits are rigidly hemmed in by the nearly allwhite suburbs, and the inner city population continues to increase. Public school enrollment in 1970 will be about 95 percent black, and this has led to consideration of regional school planning.

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[1] A Proposal for a Suburban Educational Park. Joint Committee on Education, Washington State Legislature, Seattle, Washington, May 8, 1968, p. 2.

In its concern for improved quality of education for the total community, the Board of Education in late 1967, designated a Task Force on Educational Parks and Supplementary Learning Centers. Its purpose was to investigate the advisability of community-service-centered Educational Parks. The final report of the Task Force (June 1969) advocated:

> '...the concept of a total Park' to serve students from prekindergarten through high school, as well as the adult population. This Park would function 'around the clock and around the calendar' employing new concepts of scheduling and programming of space as well as offering new and expanded educational and community-service programs.[1]

The comprehensive report recommended establishing one or two experimental Educational Parks to include all grade levels, and, as an alternate possibility, a Park for middle school and high school levels. The report suggested that existing clusters of schools could be the nuclei for developing Educational Parks. The report also stated that the city was planning a National Visitors Center that would attract many thousands from all parts of the country, and an experimental Educational Park in the Nation's Capital would be of national as well as local significance. The Center for Urban Education has been acting as a consultant to the school board.

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[1] Developing Flexible Educational Park Planning Formats for the District of Columbia. Prepared by the Task Force on Educational Parks, Division of Planning Innovation and Research. Public schools of the District of Columbia, Washington, D.C., June 1969. p. viii.

A plan presented to the school board[1] would change the name of vocational education to Career Development, and would change the entire focus and program to expanding the students' awareness and range of present and future career opportunities. This would begin at the elementary level, continue with a flexible career survey in the junior high schools, and then offer specific career exploration and preparation in senior high schools. Career studies would be in the regular curriculum for all students, not separated for any special group. A Career Development Center is planned with shared resource laboratories and shops, specialist teachers, expanded guidance and counseling services, and a follow-up placement program.

The remaining major cities in the 500,000 to one million population range show little activity in Educational Park planning. At Litchfield Park near Phoenix, Arizona, a new city for 100,000 people is being planned. It will include an Educational Park in a program coordinated with Arizona State University.

St. Louis, Missouri has a "magnet" type high school for 2,300 students which aims to promote an integrated vocational-liberal arts program. School zones have been redistricted and inner-city pupils have been transported to other schools to get better racial balance.

In San Diego, California, the League of Women Voters reports their group has begun a study: "Educational Parks...the feasibility of one or more Parks and/or learning centers as a means of insuring opportunities for a complete and enriched education for all." The League hopes to be a source of information to the public and to the schools, and an active group in the community involved in seeking solutions to school problems.

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[1] A Plan for Career Development in the Public Schools of the District of Columbia. Task Force Report on Vocational Education. Superintendent of Schools, Washington, D.C., May 1969. 45 p. and appendices.

Reports from Milwaukee, Dallas, San Antonio and Indianapolis show no specific interest in the Park concept. New Orleans, La. has the Carver Complex serving 8,000 pupils in a segregated Negro area, and no further consideration is being given to the creation of a new Educational Park.

CITIES WITH POPULATIONS BETWEEN 100,000 AND 500,000

There was more Educational Park interest and activity in this group of medium-to-large cities than in any other group, and considerably more than was reported in our 1967 survey. (See Table V-1, page 18.) The same problems of upgrading education, of replacing aging school buildings, of achieving racial balance face these cities as face the major cities of the country. Perhaps the problems are more manageable because of the smaller scale, and it may be easier to organize community support around school issues.

Better-Developed Plans

Since our 1967 survey, the more fully developed Educational Park plans in cities of 100,000 to 500,000 were to be found in East San Jose, California, St. Paul, Minnesota, Grand Rapids, Michigan and Norfolk, Virginia. As we reported previously, the cities of Syracuse, Berkeley, and Hartford also had well-developed plans that were awaiting implementation.

East San Jose, California comprises the East Side Union High School District, consisting of seven high schools and one continuation school, with enrollment of 12,800. Ethnic make-up of the student body is 63 percent Caucasian and 37 percent minority groups, largely Mexican-American. Under a Title III, ESEA grant, the East San Jose Educational Park Study was launched in 1967.

> Its primary objective was to develop a total exemplary secondary education package that anticipates and combats the 'social dynamite' created by rapidly changing ethnic ratios within neighborhoods.[1]

A blue ribbon advisory committee headed a network of study groups which included community leaders, parents, students, and teachers. In May 1968, a report was submitted to the Board of Trustees recommending the building of an Educational Park, and in June 1968, the Board approved the concept.

The Park will be a multi-agency center with educational, cultural, recreational, and social services. The educational component will be a major secondary facility for an eventual 5,000 enrollment, and ethnic ratios will be maintained close to district-wide ratios. A 100-acre site location is being negotiated, and the first phase of completing the Park is expected for 1971. A continuation grant to study Park development was received in 1968.

St. Paul, Minnesota will have a population of 328,000 in 1970, and a nonwhite total of 4.9 percent. A study by educational consultants in 1965 showed that 25 of St. Paul's 82 public schools were obsolete and overcrowded and should be abandoned. In 1967, under a Title III, ESEA grant, the school board endorsed the formation of the St. Paul's Citizens

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[1] Henry C. Jensen, A Time for Boldness, East San Jose Says "YES!" to Educational Park Concept. Journal of Secondary Education, January 1969.

Advisory Council for the City Center for Learning Project. Six task force committees were assigned to examine: 1) school planning, 2) student development, 3) curriculum, 4) teacher development, 5) educational resources, and 6) community service centers.

In June 1968, a report was brought in recommending an Educational Park model of organization. A citywide school facility to be known as the City Center for Learning would serve as the administrative "nerve" center. A system of eight Consolidated Community Schools of about 6,000 students each would be established throughout the city and be linked to the central "nerve" center and to each other. Each cluster, with its own primary to secondary schools, would be large enough to have its own major shared facilities. The City Center for Learning would be the research and development center for the entire school system and would also have schools for pre-kindergarten to grade 12.

Existing school facilities would be used and modified for greater community service. A significantly higher level of education would be available to all children, and, as each Community Center would enroll children from a large area of the city, the schools would reflect the diverse ethnic make-up of the city's population.

Grand Rapids, Michigan (1960 census 177,000), received a three-year grant under Title III, ESEA, to plan and operate their Educational Park. This will be a specialized citywide high school facility in downtown Grand Rapids, that is expected to serve about 2,000 public school and nonpublic school students. This Cultural Educational Park will offer an extensive variety of enrichment courses including the sciences, arts, languages, mathematics, business, family health and social problems, black history, Latin American history, writing and drama. Two vocational centers are also in the planning stage. Courses are open to junior and senior students enrolled in the metropolitan area high schools. Summer and fall programs are currently being conducted for 600-700 students in the junior college, pending the opening of the downtown area center in 1969-70.

Norfolk, Virginia will have a 1970 population of 330,000, a rise of 10 percent above the 1960 census, with a 33.9 percent nonwhite population, and 40 percent nonwhite students." Under a Title III grant, the city has developed plans for the *Norfolk Educational Enrichment Center*. This will include a Visual and Performing Arts Center (existing facility) a new Space Science Center, and a new Earth-Life-Marine Science Center. These specialized curricula will be offered on a citywide basis to talented students.

WEST

Besides East San Jose, California, there was Educational Park development or interest in half a dozen western cities in the 100,000 to 500,000 population range.

Albuquerque, New Mexico had a 1960 population of 201,000 but is increasing rapidly to an anticipated 334,000 by 1985. School enrollment is 78,900 with core-city minorities of Mexican-American, Indian and Negro. Under a three-year Title III study grant begun in 1967, plans were developed for an Educational Park, and received favorable support from educational consultants, community and political leaders. These plans are still under consideration.

In May 1969, the Future Schools Study Project submitted new proposals to the Board of Education on school reorganization for the "last quarter of the century." These recommendations included expanding high school facilities to house 3,000-3,600 students; providing a "magnet" program to offer industrial arts and specialized courses and to draw students from a wide area; rezoning and closing down core area schools to break up minority concentration; building a Child Development Center in Model Cities area, with an "Environmental Awareness" program which will add social and cultural development for elementary pupils.

Berkeley, California has an estimated (1968) population of 120,000 with 50 percent Caucasian, 42 percent Negro and 8 percent Oriental and others. The Educational Park Feasibility Study has been completed and turned over to the Board of Education. It suggests building eight Educational Parks for Berkeley, a citywide complex to serve the needs of all from preschoolers to senior citizens enrolled in adult classes. This "Crescent Plan" has been turned over to the citizens' School Master Plan Committee for evaluation, and it is hoped funding will be provided for the planning phase.

In September 1968, the city of Berkeley reorganized its elementary schools into four attendance zones, each zone to have two or more K-3 schools and one 4-6 school. This division permits each child to attend school in his home area for part of his elementary career. At the same time, a two-way busing program for 3,500 children was introduced.

transporting black pupils into white neighborhoods, and white children into black neighborhoods. This makes possible full desegregation of school minorities at the primary levels, and Berkeley believes it is the first city of its size to have achieved this.

The school district of *Kansas City, Missouri* enrolls 75,000 pupils of whom 45 percent are black and 55 percent are white. A 50-50 ratio is expected in three years. The superintendent of schools, in a pamphlet entitled *Concepts for Changing Times*, made proposals that looked towards educational equality, pupil integration, faculty integration, and emphasis on human relations activities. Also proposed were district-wide "magnet" schools -- vocational-technical, performing and fine arts, and science. The NAACP proposed to the school board the adoption of a positive plan, including an Educational Park, to eliminate de facto segregation in the schools.

Oakland, California, with a 1970 estimated population of 405,000, has public school enrollment that is 35 percent white, 52 percent Negro and 13 percent Mexican-American, Oriental and others. Oakland has studied the Educational Park idea and made some cost estimates. About one-third of their 95 schools are obsolete and in need of educational modernization.

Oklahoma City, Oklahoma (projected 1970 population 333,000). The public school enrollment estimated for 1970 will be 75,000 pupils, of whom 24 percent will be black. In August 1969, the school board was served with a federal court order to prepare and implement a complete desegregation plan for the city's senior and junior high schools. On November 5, 1969, the board presented a plan to the court, and the following statement was included:

> At an October 24 (1969) meeting, Dr. Max Wolff (Director of the Educational Parks project, Center for Urban Education, New York City) explored with members of the administrative staff and the board, the possibilities offered Oklahoma City by the Educational Park concept. On the following day, Dr. Wolff served as keynote speaker for an Educational Park workshop in which representatives of the Oklahoma City public schools and members of various civic and community groups, such as the Oklahoma City Chamber of Commerce, the Urban League, and the League of Women Voters participated.

The school board is awaiting the court's decision on the desegregation plan.

Portland, Oregon schools are studying the variations in the Educational Park concept, but have not found one that will work in their community. In Topeka, Kansas, the school district has proposed Educational Park-Community Centers as part of Model Cities plans. Omaha, Nebraska has no Park plans, but the school staff has investigated and discussed the concept. A middle school plan is being developed. The Model Cities program in Austin, Texas is planning, with the school district, to build health and other services around and adjacent to elementary schools.

Sacramento, California (1960 population 191,000) has 67.4 percent white population, the remainder being 13.5 percent Negro and 19 percent Mexican-American. Sacramento is concerned with its de facto segregation and the problems of old school buildings. The Educational Park concept has been considered, but economically does not appear to be feasible. A

Citizens' Advisory Committee has been set up and outside management consultants engaged to prepare a long-range master site and facilities plan.

Wichita, Kansas (1960 population 254,000), the largest city in Kansas, has public school enrollment of 70,000 of which 12.3 percent is black. A comprehensive study of the Wichita Public Schools System was presented to the Board in June 1969 by the Committee on Low Economic Area Problems (LEAP). Local and outside university and educational consultants were used. Recommendations for a "Program of Equality of Educational Opportunity" included many innovative features, and also the following[1]:

> a) The LEAP Committee believes that the most promising long-range solution for an improved educational program for all children in Wichita is the Educational Park concept, and that this concept best meets the concerns of both compensatory and desegregated education in pursuing the goal we have recommended of the total socioeconomic integration of the Wichita Schools System.
>
> b) The undertaking of a feasibility study to determine economic and educational feasibility of eventual replacement of most public school buildings in Wichita with a series of Educational Park complexes.

The State Education Commissioner of Oklahoma reports that the Tulsa Model Cities program director expressed interest in the Educational Park. The State Education Commissioner of Washington reports some interest in the Educational Park for the cities of Spokane and Tacoma, but no details were available from these cities.

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[1] "School and Society in One City," report of the LEAP Committee to the Board of Education, Unified School District No. 259, Wichita, Kansas, July 1969, 247 p.

OTHER CITIES IN THE MIDWEST

Akron, Ohio (population 290,000). In 1967, some thought was given to a variation of an Educational Park. The superintendent suggested a 25-acre urban renewal site, for a campus-type complex of a K-3 primary unit, another 4-6 and a third 7-9. The three would share common facilities for food, gymnasium, music and art. This concept, plus an additional structure for community services was included in the Akron Model Cities proposal.

Cincinnati, Ohio. Projected 1970 population will dip down to 479,000 from the 1960 figure of 502,000. A comprehensive survey of the school system, made by outside consultants in August 1968, recommended dividing the system into three or more sub-districts, each to contain a cross-section of the city's population. Also suggested for one of the sub-districts was "a cluster of schools for the purpose of working out an experimental and demonstration program in integrated education." The cluster would be organized around a high school and its feeder schools, and would have autonomy in staffing and program. Other recommendations included metropolitan-wide solutions to school problems and consideration of Educational Parks and supplementary education centers.

Fort Wayne, Indiana (population 161,000). A proposal for an Educational Park was made to the school board by the interracial "Parents Committee for Quality Education." A study by educational consultants recommended a plan to desegregate high school facilities. This "Radial Plan" would divide the city into four parts like a "pie," with each section emanating from the center city. One high school in each section would be placed so that students from the inner city and students living in the peripheral portion of the district would be assigned to the same school building. The existing all-black Central High School would be rehabilitated as a citywide Vocational Technical Center.

Gary, Indiana (population 178,000), with a majority Negro school population, is concerned with upgrading its educational system. The board of education is planning a complete reorganization of the school system, with shared cultural and educational facilities, and other services of an Educational Park, that will be of value to the whole community. A feasibility study geared toward this goal, is presently under consideration.

In Lansing, Michigan (population 107,000), the school district owns a 140-acre tract, outside the city limits, and is planning for an Educational Complex, when water and sewer services are put in by the city. The complex will serve 8,500 students K-12. In January 1968, the Educational Park-Middle School Committee, after visitations to other cities and discussions with educators, brought in a report that stated:

> As a result of its investigation, the committee believes that the concept of the educational park is educationally sound and feasible for the Lansing School District.

The report recommended: a) planning and implementation of the Park concept, b) community involvement and in-service programs for staff, and c) conducting pilot programs of the Educational Park concept in existing facilities.

Minneapolis, Minnesota (1960 population 438,000) has considered the Educational Park concept, but educational consultants have suggested development of learning centers of the "magnet" school type. These will utilize cultural, commercial, social and political institutions of the city. Also developing are the "School-Park-Social Centers," in which a school will be built close to a park. The school board and park department, and government social agencies will cooperate in the use and operation of these education-recreation-social service complexes. Two schools in this project are under construction, and a total of 19 are planned for the entire city.

Rockford, Illinois (population 126,000) has a $21 million school construction program under way which will include a vocational-technical center, two junior high schools, three elementary schools, and other special projects. An Educational Park was considered but is not under consideration at present. Building plans call for an elementary school, a junior high and a senior high school on a single campus location. It is not reported whether there will be any shared facilities. There are 13 elementary school districts surrounding Rockford that are considering annexation to Rockford. The board is studying the proposal.

South Bend, Indiana (population 132,000). In July 1968, the Community School Corporation presented an Educational Improvement Program to achieve more effective education, to eliminate old buildings and plan new buildings, to reduce racial imbalance. The plan would establish educational complexes in each of seven school districts, each district to have its K-6 elementary, junior high and senior high school. "This will result in better continuity of education as each student would remain in his own district from kindergarten through high school." The plan is to make better utilization of teacher strengths, provide more library and instructional material centers, and better health and counseling services. There is general community support for the plan, and the Urban League, in a statement, urged periodic evaluation as the plan was implemented.

Toledo, Ohio (population 318,000). While finances for new buildings are restricted, the board continues to be concerned with Educational Park concepts. In Model Cities planning, a new school for children K-4 has been proposed, with an attendance area that now includes ten elementary schools. "Thus, from this one small school proposal, we may reasonably hope for growth into all school grade and age levels." In September 1968, the superintendent started busing elementary students from two overcrowded inner-city black schools to several all-white schools. This proceeded without incident, it was reported.

SOUTH

Arlington (population 161,000), Arlington County, Virginia. An educational center was proposed in 1966 "to provide supplemental education services to Arlington's young people, adults and senior citizens, to keep pace with the vocational and cultural changes within the nation." The plan was to provide curriculum laboratories for art, language arts, mathematics, science and social studies, a professional library and teaching materials center. Recent correspondence does not indicate whether this plan was implemented.

Clearwater (population 34,000), Pinellas County (population 374,000), Florida. The school administration reports that Educational Park concepts are constantly under discussion within the department and by the school board. A newspaper in St. Petersburg[1] comments favorably on the Park concept, and states: "The 'Educational Park' concept should be studied before the (school) board commits funds. If we are to build campuses, the time to begin is now."

Jacksonville (population 201,000), Duval County (population 455,000), Florida. School districts are set up on a county basis in the State of Florida, and serve rather large areas and school populations. Duval County has an enrollment of over 120,000 students in 133 schools. An educational complex, "Sandalwood," is scheduled for completion in 1970, and will consist of an elementary school, junior high and senior high schools. Construction will be on a 62-acre tract. The complex will serve about 4,200 students and incorporate educational innovations and some shared facilities.

Little Rock, Arkansas (population 107,000). In March 1968, two Educational Parks were proposed by the superintendent of schools, in connection with a $5 million bond issue. It is reported that "these proposals were rather soundly defeated by the electorate, so that there is no immediate plan for implementing the Park concept in the district." In 1967, outside educational consultants presented "The Oregon Report: A Study of Desegregation in the Little Rock School District." One of the recommendations was the Educational Park "as a plan allowing maximum flexibility coupled with a highly specific ultimate goal."

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[1] Evening Independent, St. Petersburg, Florida, October 5, 1968.

Louisville, Kentucky (projected 1970 population 387,000). The superintendent of schools presented a definite proposal for establishing an Educational Park, in connection with the University of Louisville. A $57 million bond issue, passed in November 1968, provides for long-term building needs. Plans are under way for building a middle school with an added Junior Arts Program adjacent to an existing senior high school and elementary school, which will be remodeled.

OTHER CITIES WITH 100,000 to 500,000 POPULATION

In Albany, New York (1960 population 129,000) the school board adopted a plan to develop a fully integrated senior high school for the city's 3,400 students in grades 9-12. This complex, now on the drawing boards, will be divided into four houses and will have a two-level central concourse from which the many commonly shared facilities will be entered.

Atlantic City, New Jersey (population 60,000) has considered an Educational Park as a means of improving education, as well as achieving better racial balance. At present, there is discussion of middle school complexes for grades 3-5 and 6-8 in wider attendance areas. Preschool children and second graders would attend neighborhood schools.

Bridgeport, Connecticut (1960 population 156,000) has a long range school reorganization plan to meet the problems of imbalance, to strengthen the quality of education and to replace old schools. The Center for Urban Education has served as consultant to the superintendent on the middle school program. Three of the five schools planned have already been completed, the remaining two to be finished within three years. Each of the middle schools will be administratively united with a cluster of primary schools and the high schools. The long range goal is to develop Educational Park types of cooperation among the three school levels. The location of the middle schools is planned to permit future urban-suburban placement of pupils.

In Buffalo, New York the population has been dropping steadily since the 1950 census, and is estimated at 463,000 for 1970. At the same time, there has been a sharp increase in the black population to an estimated 22.5 percent in 1970. The percentage of black pupils in public schools will be 39 percent. The Buffalo School District is presently participating in a study being conducted by the Center for Urban Education, geared to finding out:

a) Site locations for middle schools.

b) The feasibility of middle schools as part of an Educational Park development.

c) The feasibility of Metropolitan Educational Parks placed strategically on the outskirts of the city in order to serve as a bridge between inner city and suburban schools.

A report of this study will be presented to the board of education early in 1970.

Camden, New Jersey has a population of 117,000, with a majority black school population. There is under construction a new elementary school adjacent to an existing senior high school. A vocational complex to serve the entire city is also under construction at the same location. Camden school authorities see the Educational Park concept as being most effective when built to serve a metropolitan area and to deal with the problem of integration.

Erie, Pennsylvania (1960 population 138,000) considered two Educational Parks as a means of eliminating de facto segregation. Active discussion was interrelated with Model Cities planning and had support of many social and political agencies in the city. Late reports state that "during the past six months things have bogged down in both areas."

In Hartford, Connecticut (1960 population 162,000) there is strong community support for the superintendent's proposal to establish three Educational Parks to serve the entire city. The first Park planned is University Educational Park, which would include a high school, middle school, and feeder elementary schools and would work closely with the University of Hartford in developing educational programs. Each of the three proposed Parks would be equal in school facilities, student population, and ethnic balance and would have a cooperative relationship with a nearby college or university.

As stated in our 1967 survey, Hartford was one of the first cities to initiate urban-suburban placement of inner-city pupils. Started in Fall 1966, "Project Concern" has developed from an original 255 pupils going to schools in five suburban towns, to about 950 pupils going to schools in 15 suburban towns. Evaluation studies of pupil, parent, and teacher reactions indicate highly successful educational results.

The New York Times of June 8, 1969 reported: "Hartford to Build an 'Everywhere School'." This was to be a community development on a 46-acre tract, combining housing, shopping and schools. The first floor of all buildings would be reserved for schools, which would have multi-instructional areas, arts building, guidance center, health clinic, swimming pool and gym, play field, and workshop. A planning grant of $110,000 was received from the State Department of Commerce.

New Haven, Connecticut (1960 population 152,000) has a public school enrollment of about 22,000, of whom 50 percent are black. The city has a strong commitment to provide improved quality integrated education, as evidenced by its $800 per pupil expenditure per year. Educational Park proposals have been made, but are not presently under consideration. The Richard C. Lee High School is an innovative "school-within-a school" plan that has operated successfully for several years. The school is organized on the four-house plan, each with 400 students and a housemaster. Shared facilities include library, auditorium, gym, cafeteria, cultural and vocational courses by specialist teachers, student counseling and teacher-training. Ethnic balance is maintained in this high school, and school-parent-community relations are encouraged.

A current experiment in metropolitan cooperation is the Hamden-New Haven Cooperative Education Center, for about 350 students from both communities. Major components of this program are Head Start and Follow

Through, a vocational unit, an independent study program for 11-12th grades, and a graduate education major program conducted jointly with the University of Connecticut. New Haven also participates in Project Concern, an urban-suburban pupil placement program, in which 200 students from the city are bused to schools in suburban towns.

Niagara Falls, New York (1960 population 102,000) plans to replace six outmoded elementary school buildings with a complex of two new buildings adjacent to a library, auditorium, gymnasium, pool, and other specialized rooms. A third new elementary school will replace two obsolete buildings on the opposite side of town.

Providence, Rhode Island has a population of about 200,000, but is in the center of a metropolitan area, surrounded by eight other cities and towns, which brings the metropolitan population to 500,000. The State Commissioner of Education reports a proposal for a two-year Metropolitan Providence Study, for which funding is being sought, by the New England School Development Council. The study seeks to make available for each child better educational opportunities not dependent on racial, economic, or social background. The "feasibility of Educational Parks will be examined, i.e., whether they might achieve improved education, racial integration and cost savings." The study will also examine alternative solutions "to school and racial problems which face many metropolitan regions, and thus when completed, will be of national significance."

Rochester, New York (projected 1970 population 280,000) will show a 12 percent drop in general population from the 1960 census, while the nonwhite percentage is on the increase to 17.6 percent. Rochester is greatly concerned with the problem of desegregation in the schools, and is moving in a number of ways to alleviate racial imbalance. As we reported in 1967, there was great interest in the Educational Park concept and four plans were presented to the Board of Education at that time. The "Home-base Plan," a redistricting proposal by the Center for Urban Education, aimed at bringing about immediate changes in racial balance without waiting for large construction programs. The board is moving slowly due to community pressures, and the Park concept is still under consideration.

In trying to get high quality integrated education for all children, Rochester is concentrating on finding new school sites outside the inner-city for intermediate, junior and senior high schools. A new 1,400-pupil junior high school in the fringe areas of the city has 75 percent white-25 percent Negro enrollment.

Project UNIQUE,[1] a three-year program under Title III has many interesting facets, including:

1. Urban-Suburban transfer plan for 420 students.
2. "World of Inquiry" which brings 130 white students daily to a core-city school for an enriched program.
3. Teacher-internship and Urban Education majors, for upgrading and orienting staff to urban teaching and urban children.
4. Community missionaries-teachers who visit parents and train parent-teacher-aides, and help to maintain school-community contact.

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[1] Project UNIQUE - United Now for Innovation in Quality Urban-Suburban Education.

A State Education program provides two-way exchange of 180 pupils between inner-city and fringe areas of the city.

Rockville, Maryland (population 26,000), administrative center for Montgomery County (population 341,000) Public Schools, is a suburban district just north of Washington, D.C., and has a pupil enrollment of 121,000. Seven to ten new schools are being opened each year to accommodate annual growth of 5,000 pupils. Educational Parks are not being planned at this time. However, those responsible for educational facility planning continue to study the Park concept.

The City of Syracuse, New York (1960 population 211,000), as reported in our last survey, has a slightly declining general population and a growing nonwhite population. The proportion of Negro pupils is 21 percent. The 31 elementary schools in Syracuse have aged to the point where a major replacement program is necessary.

The board of education decided on the Educational Park concept as the best way to cope with the problem of obsolete elementary schools. The "Campus Site Plan" was developed, which would redistrict the city into four core areas, building eight new schools in each area. This plan has recently been modified to create eight core areas, each to have four elementary schools, with an enrollment of 540 pupils in each school.

It is hoped to achieve racial balance in the rezoning. There will be commonly shared facilities in each core that will be available to public and parochial school students. Many educational innovations are envisaged, such as instructional TV, computer technology, language and science laboratories, art, music, guidance, and health services. Cost studies made by the board showed that the Campus Site complexes could be built with substantial economies over traditional "neighborhood schools," and that a much more extensive and improved educational program would be possible. The city's common council now has the program under advisement, but community and political pressures may still delay progress.

The City of Waterbury, Connecticut (1960 population 107,000) is considering a major reorganization of its school system on the basis of the Educational Park concept. The Board of Education has proposed a budget of $29 million to accomplish this reorganization program and the budget has been accepted by the city authorities. The finance committee of the city government decided recently to make $9 million of the budget money available for preparatory work and land acquisition.

Worcester, Massachusetts (population 180,000) is conducting a pilot experiment with the community school concept. Three large elementary schools for 900 pupils each will be built to replace nine old school buildings. The goal will be to provide improved educational programs and to get interaction and involvement of the adult community. The small minority population does not present an integration problem. Model Cities planning will redevelop a large area in the city, and a central school with movable classrooms will replace three or four of the old schools.

CITIES WITH POPULATIONS BETWEEN 50,000 to 100,000

The most advanced Educational Park planning among this group of cities was in Pontiac, Michigan. Evanston, Illinois is an example of a successful district-wide high school complex in operation. Miami Beach received a set-back to its Park plans, and East Orange set aside its Educational Park program in favor of a middle school plan..

Athens-Clark County, Georgia has a population of 53,000, and student enrollment of 11,000, about 70-80 percent of which is nonwhite. A Model Cities planning grant has been received, and Athens sees the Educational Park concept as the solution to a number of major educational and social problems. Two Parks are being considered, one for the east and one for the west part of the city, that will make use of existing school buildings. Model Cities staff, city planners, university consultants, and the city authorities are supporting the proposed plans.

East Orange, New Jersey (population 77,000) appeared to be ready to implement their fully developed plans for establishing a citywide Educational Park on a single campus site. In November 1968, their direction was changed toward the middle school concept. Their "focus is presently on providing additional space to house properly a rapidly growing student population. A middle school to relieve overcrowding, while providing for a modern concept of individualized instruction in an urban school setting..." East Orange has a student population of 10,000, of which 50 percent is black.

In Evanston, Illinois (population 79,000), the Evanston Township High School has been successfully operating its four-high school complex since 1967-68. Four semi-independent schools are situated on one campus, with some facilities such as industrial arts, speech, art, business education, and home economics, shared by all students. Each school has a capacity of 1,200 students in grades 9-12. A township-wide attendance area establishes a racially balanced school population, 15 percent of which is black. The curriculum is extensive and innovative, including team-teaching, closed circuit TV, new math and science, language laboratories, and computerized scheduling. There is strong community support by various civic organizations and a lay advisory council.

Fort Lauderdale, Florida (population 83,000) in Broward County (population 334,000) has the country's first example of a large, modern Educational Park, known as the South Florida Education Center. Its nucleus, Nova High School, opened in September 1963 and is part of the master plan that will eventually include four elementary schools, a junior high school, junior college, and Nova University. The center will function on a principle of continuous education "from prekindergarten level through college."

Great emphasis has been put on open and flexible and educationally functional use of space. The latest and most complete technological and audio-visual equipment has been installed. Broward County students attend the complex on a voluntary basis, and students travel great distances, paying their own transportation, to participate in this unique educational experience.

Las Vegas (Clark County), Nevada (population 64,000) lists two major needs of the school system: first, educational facilities for a growing student enrollment, increasing at the rate of 8,000 students per year; second, a continuous K-12 instructional program throughout the district. The school board has examined many types of organization, including the Educational Park concept. A community-wide study is being made of the junior program level, and the middle school concept seems to be more appealing. There appears to be a "community concern of parents having their children in elementary grades in close proximity with junior and high school children."

Lexington (Fayette County) Kentucky (population 62,000) has in operation a campus-type education center in a suburban community. This complex comprises four major buildings: elementary school (1-6), junior high school (7-9), senior high school (10-12), and a student center having a gymnasium and cafeteria. Enrollment is 3,500 students. Another senior high school, also in a suburban area, is under construction and will be developed as another campus-type arrangement. Although the school system states that educational facilities within the inner city are old and obsolete, it is not reported whether inner-city pupils are being enrolled in the suburban schools. The city's elementary school population is 43.5 percent nonwhite.

Miami Beach, Florida (population 63,000) is another example of a city that worked hard to develop plans for an Educational Park, and appeared to be on the verge of accomplishing their objective. There was much discussion in the press and at public meetings. The community seemed to be evenly divided, but in November 1968, the voters turned down a bond proposal that would have made construction possible. The site that had been selected for the Educational Park included a small golf course, and, apparently, the citizens were unwilling to give this up. The school board has taken no further action on the Park.

North Little Rock, Arkansas, a city of 58,000, has been engaged in a large building program, five major school buildings having been completed since a bond issue in 1965. Another $4 million bond issue was voted in 1967. The difficulty of securing land was the incentive for the school district to plan a complex, of two junior high schools and one senior high school, on a single campus site. This would house 2,500 students, and have some commonly shared facilities. There has been considerable interest and active discussion on the part of the community, centered more on the location of the complex than its design.

Pontiac, Michigan (population 82,000). Over a three-year period, Pontiac has developed its Educational Park concept in the Human Resources Center, which will house 1,800-2,000 elementary pupils and will be racially integrated. Three old elementary schools will be phased out as this new complex is completed by 1970. The school district passed a $19 million bond levy, which will be used to build a 4,500-pupil high school complex, consisting of three 1,500-pupil schools. Pontiac's goals are to develop more effective educational programs, to reduce de facto segregation in these attendance areas, and to provide a strong community program for pupils and adults.

Vallejo City, California (population 60,000) was spurred to adopt the Educational Park concept when the school district acquired a 100-acre tract, with streets and utilities, from the federal government. There is active community support for the Park concept, with a citizens' committee on intergroup relations and ethnic balance. The Park complex will have a senior high school in three or four units (like a college campus), and middle schools (grades 6-8). Elementary schools will remain in neighborhoods but will be replaced on the basis of one large school for two or three old schools, thereby helping to establish a better ethnic balance.

CITIES WITH POPULATIONS UNDER 50,000

Anniston, Alabama (population 33,000), the center of a metropolitan area, has a master plan for its Educational Park that will have 3,620 students, prekindergarten to grade 14. Architects plans have been completed, and the project calls for a campus of 13 buildings to be built in five phases over a ten-year period. Construction of the first phase of three buildings for grades 9-12 has begun and is due to be finished in 1970. This entire complex will be on a 55-acre tract. Many educational innovations are planned in both curriculum and new media and equipment.

Montclair, New Jersey, with a population of 43,000, reports that they considered the Educational Park as one means of responding to the educational and social needs of the community. The proportion of black pupils in the schools is 40 percent. An order by the state commissioner to desegregate the schools brought forth a plan by the school board which included:

a) Creating two grade 5-8 middle schools, fully integrated, and a K-4 primary school at the same site.

b) Changing one K-4 school which is totally black into a district-wide early childhood center.

c) Sending the students in grades 2-4 from the all-black school to three all-white schools.

d) Creating a learning center to serve students in the entire district who are in need of remediation or enrichment.

The program was approved by the commissioner, but an appeal is pending against the decision, contending integration would not be achieved under the plan.

The Plymouth, Michigan (population 8,700) school district has started building an Educational Park on a 305-acre tract owned by the district. The first of a four-high school complex is under construction, with a completion target date of September 1969. The school is an $11 million project and will house 2,000 students, grades 9-12. An extensive program, with many shared facilities, will include a rural life center, science gardens, wildlife habitat and planetarium. A second high school is ready for bidding, and the target date for completion is February 1971.

In Poughkeepsie, New York (population 38,000) the city school district is planning a broad range of innovative educational and community programs. One component is "Planning Environmental Living," which calls for a feasibility study to "evaluate an optimally functional model of an Educational Park-Plaza in the core city of Poughkeepsie, which will reflect the needs for quality integrated education for all children." The planning committee will include educators, urban and suburban planners, social scientists, and representatives of local community groups. Other components of the broad program under ESEA Title III include "Twelve Month Urban Education," "Early Childhood Education," "High School Student Recreation Task Force" to train for community leadership. In the summer of 1968 a pilot community education center was inaugurated that offered manpower development training in keypunch operation and a secretarial course. The community education center concept was developed by the New York State Board of Regents and implemented by legislation to supplement regular school programs by providing academic, vocational, and other services to urban populations.

Teaneck, New Jersey (population 42,000). An evaluation report by outside consultants recommended school reorganization into three campuses, one to include grades K-4, one grades 5-6, and one grades 7-12. The primary campus would have all Teaneck children in K-4 housed in buildings on a single site, with shared facilities and health services. The intermediate campus would accommodate all children in grades 5-6 in an existing school. The secondary campus would be in three units of grades 7-8, 9-10, 11-12, using two existing buildings and constructing one new school building. Shared facilities, parent and community service centers would be features.

SMALLER CITIES AND TOWNS

Acton, Massachusetts (population 7,200) has an educational campus serving about 3,800 students in all grades, in a school district that includes the neighboring town of Boxborough. A cluster of three elementary school buildings and a junior and senior high school share sport facilities on an attractively laid out campus in a country setting. New elementary and secondary schools are being planned.

Nanuet (Rockland County) New York (population 10,000) has an 80-acre Educational Park that includes two elementary schools of 700 and 1,000 capacity, one middle school of 800, expandable to 1,200, and a high school for 1,100 students. Shared facilities include a media center, instructional learning center, library, and recreation areas.

Richland, Washington (population 23,000) is actively involved in planning an Educational Park development on a 75-acre tract formerly owned by the federal government. The advantages of multiple use of core facilities induced the school district to embark on the Park plan. The complex will provide for 1,800 pupils, from kindergarten through twelfth grade with shared facilities in science, industrial arts, fine arts, and a learning resource center. This complex is planned to open in 1970-71.

Sault Ste. Marie, Michigan (population 18,000) is developing an educational plaza which will include a senior high school, an area vocational school and a junior high school, as well as many social and cultural services for the community. A planning grant was received under

Title III, ESEA and a $4.5 million bond issue made it possible to begin construction of the new high school.

Spring Valley, New York (population 6,500) considered development of an Educational Park, and the school board engaged an architectural firm to do the planning. A bond issue to finance the project was voted down by the community.

West Bend, Wisconsin (population 10,000), serving the school populations of seven surrounding towns and villages, is building two 1,250-pupil high schools on a single site, a large tract of land owned by the city. A community auditorium, a vocational program, and physical education will be shared. West Bend plans to add two more high schools on this 85-acre site, one in five and one in ten years, and core facilities will be built so later expansion will be possible. Full community use of the buildings will be encouraged.

Youngstown (including Lewiston and Porter), New York (population 15,000) in the northwest corner of the state, has the Lewiston-Porter Central School complex with school enrollment of about 4,500 students.

On a 360-acre central site, there are four buildings for elementary grades with 2,500 pupils, and one junior and one senior high school. Commonly shared facilities include guidance counseling, vocational assistance, and health services. Educational innovations planned are educational TV, team-teaching, and emphasis on individualized instruction.

Part Two

REPORTS AND REFERENCES ON THE EDUCATIONAL PARK

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Part Two

REPORTS AND REFERENCES ON THE EDUCATIONAL PARK

As part of the current survey, the Educational Park Project has compiled a list of reports and references dealing with the various aspects of the Educational Park concept. Most significant have been the many reports of feasibility studies issued by school boards, as they examine the Park concept and other solutions to urban school problems.

These feasibility studies are listed under city and state to form the first section of Reports and References. Following this is a list of cities that have received funding, from the U.S. Office of Education, for feasibility studies and development plans where Educational Parks are a major component. A new report and guide on Federal Funding Resources for Educational Parks will be published by the Center for Urban Education and is described in Appendix B.

Other literature relating to Educational Parks is listed under books, pamphlets, and independent studies. The fourth section covers magazine and newspaper articles, conference reports, speeches, and statements dealing with the Park concept.

Some of these reports may currently be out of print or unavailable from the office which originally issued them. It is hoped that this compilation will prove helpful to those seeking more information about the Educational Park concept and its practical application.

1. FEASIBILITY STUDIES AND REPORTS MADE BY AND FOR SCHOOL BOARDS OF EDUCATION

Albuquerque, New Mexico. Education park concept: a feasibility study for housing pupils in Albuquerque. Willard S. Elsbree and John E. Phay. April 1968. 67p.

Schema for evaluating the effectiveness of the educational park concept. Prepared for The Future Schools Study Project. Orlando F. Furno and J. S. Kidd. August 1968.

Anniston, Alabama. Anniston educational park: master plan report. Prepared for the Board of Education. Caudill, Rowlett and Scott, Architects. May 1968. 44p.

Arlington, Virginia. Education center. Arlington County Public Schools, Arlington, Virginia. 1966.

Atlanta, Georgia. Preliminary plans presented for construction of John F. Kennedy School and Community Center. Atlanta Public Schools. 1968.

Baltimore, Maryland. School desegregation in Baltimore. Research reported by Johns Hopkins University. August 1967. 47p.

A report on the education park. Feasibility study of the education park for the cities of Baltimore, Philadelphia and New York. CORDE Corporation. 1967. 104p.

Berkeley, California. School master plan. 2v. Report of the Berkeley School Master Plan Committee to the Board of Education. October 1967.

Integrated quality education. A study of educational parks and other alternatives for urban needs. Arthur D. Dambacher, Project Coordinator, Berkeley Unified School District, Berkeley, California. July 1968. 84p.

Integration: a plan for Berkeley. Report to the Berkeley Board of Education. Neil V. Sullivan. 29p.
Addendum to above, with series of questions and answers. January 1968. 49p.

Integration of the Berkeley Elementary Schools. Report to the Superintendent, Summer Staff Task Group. September 1967. 67p.

Educational park - path to integration. Daniel K. Freudenthal, Coordinator of Research and Publications, Berkeley Unified School District. Unpublished report, October 23, 1967. 35p.

Boston, Massachusetts. *The secondary education complex: preliminary planning document*. 2v. Office of Program Development, Boston Public Schools. May 1968. 268p.

Chicago, Illinois. *A preliminary report. A feasibility study of the "Cultural-Educational Park" for Chicago*. Educational Facility Study No. 1, Michigan State University. January 1968. 73p. Addendum to above: Educational Facility Study No. 2. February 1968. 66p.

Plan for a system of educational parks in Chicago. Prepared by Research Department, Chicago Urban League. November 1967. 36p.

Design for the future: a recommended long range plan for Chicago. Educational Facilities Study, Michigan State University. 2v. October 1968. 200p.

Proposal for expansion of Hyde Park High School for secondary education park. Chicago Board of Education. August 1965. 24p.

Cincinnati, Ohio. *Cincinnati school survey*. Report prepared by Midwest Administration Center, University of Chicago. Commissioned by Cincinnatians United for Good Schools, Cincinnati, Ohio. August 1968. 92p.

Cleveland, Ohio. *Racial isolation in the Cleveland Public Schools*. A report of a study sponsored by the U.S. Commission on Civil Rights. Willard C. Richan. Copyright 1967. Case Western Reserve University. 92p.

Supplementary educational center. A project of the Cleveland Public Schools, conducted under Title III, ESEA 1965. October 1966. 32p.

Columbus, Ohio. *A report of the Columbus Board of Education*. The Ohio State University Advisory Commission on Problems Facing the Columbus Public Schools. College of Education, Ohio State University. June 15, 1968. 386p.

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As of April 25, 1969, the PACE program (Projects to Advance Creativity in Education), U.S. Office of Education, funded 22 projects for planning, development, and operation, where Educational Parks were a major component.

		Funds Awarded			
State	City	FY 66	FY 67	FY 68	Total
Alabama	Anniston	$ -	$ -	$ 158,625	$ 158,625
Arkansas	Magnolia*	-	84,250	1,493	85,743
California	Berkeley*	-	74,305	-	74,305
	San Jose*	-	88,077	-	88,077
	San Jose	-	-	49,782	49,782
	Los Angeles	-	-	1,500,000	1,500,000
District of Columbia	Washington	-	-	49,235	49,235
Illinois	Evanston	-	218,491	83,548	302,039
Maine	Biddeford	-	61,836	52,212	114,048
Maryland	Baltimore*	-	44,475	-	44,475
Michigan	Sault Ste. Marie*	-	75,000	-	75,000
	Grand Rapids	-	-	235,335	235,335
New Jersey	East Orange*	162,958	-	-	162,958
	East Orange	-	-	250,000	250,000
New Mexico	Albuquerque	-	153,300	75,000	228,300
New York	Brooklyn*	34,273	43,438	-	77,711
	Syracuse*	47,000	-	-	47,000
	Syracuse	-	-	249,992	249,992
	Buffalo/Niagara Falls	-	-	188,722	188,722
	Poughkeepsie	-	-	152,434	152,434
North Carolina	Carthage (Moore County)	-	-	164,508	164,508
Pennsylvania	Pittsburgh*	134,326	-	-	134,326
	Philadelphia*	470,112	-	-	470,112
	Philadelphia		1,467,299	9,000	1,476,299
Virginia	Norfolk	-	101,461	169,560	271,021
Washington	Seattle	-	-	130,000	130,000
Total	22 projects	$848,669	$2,411,932	$3,519,446	$6,780,047

FY - Fiscal Year

*Indicates projects on which planning phase has been terminated.

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APPENDIX A

The words "Educational Park" represent the concept of a cluster of schools in a campus-like setting sharing a central administration and some common facilities. This concept has been applied in various ways to meet specific urban school problems. It has also come to be known by many varying names, as shown in this partial list:

Other Names Used in Educational Park Planning		Where Used
A.P.E.X. (Area Program for Enrichment Exchange)	-	Los Angeles, Calif.
Campus Plan	-	Syracuse, N.Y.
Campus School System	-	" " "
Campus Site	-	" " "
Central Education Center	-	Hartford, Conn.
Children's Academy	-	Mount Vernon, N.Y.
City Center for Learning	-	St. Paul, Minn.
Community Education Center	-	" " "
Continuous Progress Center	-	Seattle, Wash.
Cultural Arts Center	-	Denver, Colo.
Cultural-Education-Center	-	Chicago, Ill.
Cultural-Education-Cluster	-	" "
Cultural Educational Park	-	Grand Rapids, Mich.
Cultural Understanding Center	-	Denver, Colo.
Education Center	-	Arlington, Va.
Educational Campus	-	Acton, Mass.
Educational Centers Plan	-	Sacramento, Calif.

Educational Enrichment Center - Norfolk, Va.

Educational Plaza - East Orange, N.J.

Educational Plaza - Sault Ste. Marie, Mich.

Educational Resources Center - Evanston Township, Ill.

Four-Schools-Within-a-School - Evanston Township, Ill.

Garden School - San Francisco, Calif.

Great High Schools Plan - Pittsburgh, Pa.

Human Resources Center - Pontiac, Mich.

K-12 Educational Park - Richland, Wash.

Madison Park Plan - Boston, Mass.

Master Plan - used by many cities

Magnet Schools - used by many cities

Metropolitan Educational Center - Seattle, Wash.

Metropolitan Educational Park - " "

Model-School-Complex - Denver, Colo.

Outdoor Education Center - Denver, Colo.

Secondary Education Complex - Boston, Mass.

Southeast Education Center - Seattle, Wash.

South Florida Education Center - Nova High School, Fort Lauderdale, Fla.

Space-Age Education Center - Denver, Colo.

Supplementary Educational Centers - Cleveland, Ohio

Total Education Center - Nova High School, Fort Lauderdale, Fla.

University Education Park - Hartford, Conn.

APPENDIX B

PUBLICATIONS ON THE EDUCATIONAL PARK

by the Center for Urban Education

1. The Educational Park

Under the direction of Dr. Max Wolff, a manuscript on the building of a prototype Educational Park has been completed and is ready for publication. To plan, design, and write this book, a team of professionals was assembled. These included an educator and school administrator, a psychologist, a sociologist, architects, interior designers, an economist, city and transportation planners, and an expert in educational technology. Publication of this book is planned for the early part of 1970. The book will be illustrated with photographs, schematic drawings, and architectural plans. Following is the book's table of contents:

Introduction: The Concept of an Educational Park
I. Newtown and Its Schools
II. Education in the Park
III. Technology
IV. Solving the Architectural Problems
V. Using Air-Rights
VI. Designing the Interior Environment
VII. A New Transportation System
VIII. The Educational Park and the Community
IX. Organization and Administration
X. Estimating the Cost

XI. Starting an Educational Park

Conclusion

Comments

Reports and References

Federal Funding Resources

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It is hoped that the Educational Park Book will be a source of information and, perhaps, of inspiration to the many thousands of dedicated administrators, planners, and school board members who are struggling to find solutions to today's urban school problems.

2. The Educational Park: A Guide to Its Implementation

An illustrated pamphlet, based on the Educational Park Book, has been published by the Center for Urban Education. This 64 page pamphlet summarizes some of the important points of the book. It is intended to bring the forthcoming publication of the book to the attention of the many school and public officials who participate in the decision-making process of planning and building schools, including education authorities at city, state, and federal levels, as well as school board members, city planning commissioners, architects, urban planners, and Model Cities directors. The Educational Park pamphlet will also be of interest to the many national service and civic organizations which are concerned with educational problems in their communities.

3. The Educational Park: Potential Funding Resources

This new publication by the Center is a listing of the federal funding resources potentially available for planning and development of Educational Park projects. The report, prepared by the Educational Park office of the Center, relates various phases of educational programs to the relevant laws and government agencies, as shown below:

1. Name of the educational program (such as "Follow Through," "Head Start," "Economic Opportunity Program," etc.).
2. Title of authorizing legislations and number (such as "Economic Opportunity Act of 1964" - P.L. 90-222).
3. The Federal Agency that administers the law (such as "Office of Education, H.E.W.," etc.).

The compilation is arranged in the sequence in which an Educational Park would be studied, planned, constructed, and operated. Chapter headings (showing subject areas and applicable legislation) include the following:

I Planning Feasibility Studies
II Planning Feasibility Studies for Transportation
III Construction and Operation of Facilities
IV Equipment and Supplies
V Construction of Transportation Facilities
VI Educational Programs
VII Ancillary Services
VIII Staff Training

The report includes references to funds available from New York State for Educational Park planning and development in that state.

APPENDIX C - INDEX

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Anniston, Ala.	7,64
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Athens, Ga.	7,60
Atlanta, Ga.	7,29
Atlantic City, N.J.	52
Austin, Tex.	6,45
Baltimore, Md.	29
Berkeley, Calif.	43
Boston, Mass.	30
Bridgeport, Conn.	53
Buffalo, N.Y.	8,53
Camden, N.J.	54
Chicago, Ill.	6,17,22
Cincinnati, Ohio	47
Clearwater, Fla.	51
Cleveland, Ohio	31
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Denver, Colo.	5,33
Detroit, Mich.	17,27
Duval County, Fla.	7,51
East Orange, N.J.	60
Erie, Pa.	54
Evanston, Ill.	6,61
Fayette County, Ky.	7,62
Ft. Lauderdale, Fla.	7,61
Fort Wayne, Ind.	47
Gary, Ind.	48
Grand Rapids, Mich.	6,41
Hartford, Conn.	8,54
Houston, Tex.	17,27
Indianapolis, Ind.	39
Jacksonville, Fla.	7,51
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New Haven, Conn.	55	San Diego, Calif.	38
New Orleans, La.	39	San Francisco, Calif.	35
New York, N.Y.	8,17	San Jose (East), Calif.	5,39
Niagara Falls, N.Y.	56	Sault Ste. Marie, Mich.	6,67
Norfolk, Va.	7,42	Seattle, Wash.	4,35
North Little Rock, Ark.	63	South Bend, Ind.	49
Oakland, Calif.	44	Spokane, Wash.	4,46
Oklahoma City, Okla.	44	Spring Valley, N.Y.	68
Omaha, Neb.	45	Syracuse, N.Y.	8,58
Philadelphia, Pa.	8,17,25	Tacoma, Wash.	4,46
Phoenix, Ariz.	4,38	Teaneck, N.J.	66
Pinellas County, Fla.	51	Toledo, Ohio	50
Pittsburgh, Pa.	8,34	Topeka, Kan.	45
Plymouth, Mich.	6,65	Tulsa, Okla.	46
Pontiac, Mich.	6.63	Vallejo, Calif.	64
Portland, Ore.	45	Washington, D.C.	8,36
Poughkeepsie, N.Y.	65	Waterbury, Conn.	8,59
Providence, R.I.	56	West Bend, Wis.	7,68
Richland, Wash.	4,67	Wichita, Kan.	5,46
Rochester, N.Y.	56	Worcester, Mass.	59
Rockford, Ill.	49	Youngstown, N.Y.	8,68

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